

**PROGRAMME
OF
STUDIES
FOR
THE SCHOOLS OF MANITOBA**



**ANNOUNCING CHANGES FOR
1945-46**

GRADES I-XII, INCLUSIVE

Price 20 Cents

Authorized by the Minister of Education for the
School Year beginning July 1st, 1945

BOOK SUPPLIES

Text Books are usually stocked by local stores or they may be ordered direct from the Manitoba Text Book Bureau, 146 Notre Dame Ave. E., Winnipeg. All reference books indicated throughout this programme may also be secured from the Bureau at the prices quoted, post paid.

The book publishing industry continues to suffer greatly because of disturbed conditions and all books are not regularly available. Some in this list are even now out of print, temporarily. Others are not priced. The Bureau will issue a book catalogue, "A Book List for Manitoba Schools," late in August supplying the latest information and prices available. Please write direct to the Bureau for this catalogue.

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PROGRAMME OF STUDIES
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1945 - 1946



GRADES I - XII, INCLUSIVE

NOTE TO THE TEACHER

"The students' skill in oral and written language is the concern, not only of the teacher of English, but also of the teachers of Social Studies, Languages, Science, Mathematics and all other subjects."¹ This means that the English teachers should make use of material from other courses for practice in oral and written expression, but it also means that attention must be paid by other teachers to the correctness and clarity of the student's expression in answer given to questions, in the History essay and debates, in the translation of a foreign language, in the statement of a mathematical problem, and in the account of an experiment in science. The fact that teachers of all subjects value the ability to speak and write correctly and clearly "has a powerful moral effect on the student and brings home to him that his use of English is of universal concern in any relationship upon which he may enter."² Teachers of other subjects should find the check list included in the outline of the course in English of value.

Every student requires to develop the ability to read efficiently the different types of subject matter found in his texts. He should understand the technical and the general vocabulary which he meets in the study of all subjects on his course. It should be the responsibility of each teacher to develop this ability in his own subject. He should not attempt to avoid doing this by reducing the subject matter of his course to notes which have been unduly simplified.

¹Programme of Studies for High Schools, Bulletin II, Department of Education, Edmonton, Alberta, 1939.

²Norwood Report—Curriculum and Examinations in Secondary Schools, His Majesty's Stationery Office, London, 1943.

PROGRAMME OF STUDIES 1945-46

The changes in the programme for the School Year 1945-46 are announced in this bulletin. The 1944-45 Programme of Studies must be used with this to get a complete outline.

GRADES I-VI

Health

In schools where Grades V and VI were combined in 1944-45, Units I-V will be covered in 1945-46.

Social Studies

The "A" courses as outlined in The Social Studies programme for 1942 will be covered by Grades I to VI.

Gough: *New World Horizons* (Price, 1.20) (a social geography of North and South America) is an excellent reference for Grades V and VI. It will be included in the rural school library list for next year.

Life in Other Lands (Price, 60c) is a good work book for Grade IV.

Texts formerly authorized, together with titles found in the Social Studies bulletin and books sent to rural school libraries in the past two years will provide plenty of reference material for the course.

Citizenship Our Democracy is another reference for Grades I-VI. It contains many useful suggestions. This was supplied to schools in 1944.

Music

Buriyank: *Principles of Musical Theory* with charts (Price, 85c) may be used for theory with the Treasury Sight Readers.

Art

Reference: *New Art Education*, Books I-VI (Reeves and Son, 120 Richmond St., Toronto). These are listed by the Book Bureau. (Price, .60 each.)

Dictionaries

Every pupil in Grades V and VI should have a dictionary. Either of the following will be found suitable. Prices quoted are Text Book Bureau prices postpaid.

Collins' Modern Standard English Dictionary (Price, .35).

Highroads Dictionary (Price, .50).

JUNIOR HIGH SCHOOLS

Grades IX and X will be combined in all schools for Practical Citizenship,
Literature, History and Science

PRACTICAL CITIZENSHIP

COMBINED GRADES

Grades VII and VIII	Periods
Health and Physical Training as follows.....	100
Fundamentals as follows.....	20
Drill, Red Cross or Home Nursing as follows.....	20
Signalling (2) (see Grade IX 1944-45).....	10
Fieldcraft, Woodcraft or Aircraft Recognition.....	10
(Option not taken in 1944-45)	

Grades IX and X

Health and Physical Training (see Grade X, 1944-45).....	100
Fundamentals (see Grade X, 1944-45).....	10
Drill, Red Cross or Home Nursing (see Grade X, 1944-45).....	20
First Aid (Junior for Grade IX, Senior for Grade X).....	20
Use of Maps or Signalling (Signalling (2) for Grade IX, Signalling (3) for Grade X).....	10

SEPARATE GRADES

Grade VII

As prescribed for Grades VII and VIII, 1944-45.

Grade VIII

The combined course for Grades VII and VIII as shown above.

Grade IX

Grade IX	Periods
Health and Physical Training as prescribed for 1944-45.....	90
Fundamentals as follows.....	20
Drill, Red Cross, Home Nursing, as prescribed for 1944-45.....	20
First Aid as prescribed for 1944-45.....	20
Signalling (2) as prescribed for 1944-45.....	10

Grade X

As prescribed for 1944-45.

Health: Grades VII and VIII will cover the following syllabus, using the prescribed text and reference books listed:

- Safety at Home, in School and out of School;
- National, Provincial, Municipal and School Measures in the Interests of Health;
- Communicable Diseases and Their Prevention;
- Safe Water and Food Supply;
- Nutrition, Purchase and Preparation of Foods, Planned Meals;
- The Nervous System, Mental Health;
- Eyes and Ears, Their Function and Care;
- First Aid;
- Narcotics.

Grades IX and X The Health syllabus found below will be followed:

The Vital Organs; Lung—the Throat—the Voice—Health of the Respiratory System; Heart—Blood—Veins—Arteries—Hygiene of Circulatory System; The Kidneys—Urinary System—Hygiene of Kidneys; Family Life—Friends—Marriage—Heredity—Heredity vs. Environment; Fam-

ily Health—The Physician—Hospitalization—Maternal Health—Child Health—the Pre-School Child—the School Child; Housing—Cleanliness—Ventilation—Heating—Humidity.

Crisp: *Health for You* (Price, \$2.45) is added to the references.

Physical Training must be given regularly in Grades VII, VIII, and IX.

Fundamentals: Grades VII and VIII. I am a Canadian—What does being a Canadian mean? What are the characteristics of a Canadian? Is love of Canada as real as love of home, school and community? What are our duties to Canada? How important in our national life are qualities of leadership and followership? What constitutes a good leader? Can one be a leader without being able to follow?

What contributions are being made by the different groups of Canadians in handicrafts, cooking, music, art in all its phases, literature, social graces, etc.? What contribution can Canadians make in the building of the world-of-tomorrow?

Note—This outline fits in very well with The Canadian History course and to a large degree can be integrated with it.

Brown: *Canadian Democracy in Action* (Price, .65) should be added to the references.

The Democratic Way Pamphlets, published by the Canadian Council of Education for Citizenship, 166 Marlborough Ave., Ottawa, are excellent references. They are priced at ten cents each or three for 25c. The titles are—*The Air We Breathe; My Share and Yours; I'm Free to Choose; Freedom of Conscience; Freedom and the Law; The Problem of Race; Democracy and the Political Party; How We Hold Elections; Parliament, Lawmaker for Canada.*

Sisler: *Peaceful Invasion* (Price, \$1.15) is another good reference.

Just as soon as the pamphlet on Canadian Ethnic groups is published, it will be distributed by the Department.

Grade IX. Following is the outline of work where Grade IX is taught separately. Grades IX and X when combined will follow the Grade X course of 1944-45.

Some elements of educational and vocational guidance:

- (a) a tabulation of student preferences in occupations or careers followed by grouping of students according to these preferences.
- (b) detailed study by groups of particular or related occupations, using study club methods.
- (c) contacts by students with those engaged in the several occupations; interviews; lectures.
- (d) visits to accessible industrial plants which might include farms, creameries, cheese factories, telephone offices, elevators, municipal offices, newspapers, general stores, quick-freeze plants, egg-grading stations, railways, machine shops.

REFERENCES

Brewer: *Occupations Today* (Price 2.10).

Billings: *Group Methods of Studying Occupations* (Price 3.15).

A list of useful guidance materials may be obtained by writing The Vocational Guidance Centre, 111 George Street, Toronto.

Suitable films can be obtained from the Visual Education Branch, Department of Education.

Drill, Red Cross Work or Home Nursing: Grades VII and VIII. The syllabus of Drill as prescribed last year can be repeated if chosen. The Home Nursing option should be taken only if there is equipment and competent instruction. The Junior Red Cross option will be commonly chosen here. Junior Red Cross is an excellent school organization through which pupils can gain experience in conducting meetings. Through it many avenues of service are opened. Its

objectives are essentially those of Practical Citizenship, viz.: Health, Service and Goodwill. Junior Red Cross, together with other school and community activities, is a valuable means of developing the qualities of leadership, co-operation and responsibility so necessary in school and in after-school life.

Scouting for Boys (Price .45) and the *Girl Guide Handbook* (Price .90) are excellent references in other sections of Junior High School Practical Citizenship.

First Aid: Grades IX and X will follow the Grade X course for 1944-45.

St. John Ambulance Association, Old Law Courts, Kennedy Street, is prepared to give material assistance in First Aid work.

READING AND LITERATURE

Grades VII and VIII

The Canada Book of Prose and Verse, Book I (Price .50), and a play not studied in 1944-45. Omit *Romeo and Juliet* from plays. Reading as in 1944-45.

Grades IX and X

- (a) One of the novels prescribed for Grade IX study.
- (b) *Poems Chiefly Narrative*, Part II (Price, .60).
- (c) A minimum of six plays from *On Stage* (Price, .85).
- (d) A minimum of six stories from *A Book of Good Stories* (Price, .55).
- (e) A Shakespearean play, from Grade IX list not previously studied.
- (f) Reading as prescribed in 1944-45.

LANGUAGE

Note—Every Junior High School pupil should have a dictionary. *The Thorndike-Century Junior Dictionary* (Price, 1.60) and *The Highroads Dictionary* (Price, 50c) are recommended. They are available from the Text Book Bureau, postpaid, at these prices.

Kerr: *The English Apprentice* (Price, 75c) and Lewis and Lynch: *Grammar to Use* (Price, 1.00) will supply excellent supplementary material for Language work.

HISTORY AND CIVICS

CANADIAN HISTORY

Grades VII and VIII

Text: Wrong, Martin and Sage: *The Story of Canada* (Price 75c).

Texts for Teachers' use in Civics: McCaig: *Studies in Citizenship* (out of print) or Goldring: *We Are Canadian Citizens* (Price 90c).

Reference: Lapp and Ross: *Economic Citizenship* (Price \$1.50).

Note—A series of plays dealing with major events in Canadian History, written by Ida M. Davidson, M.A., will be found valuable aids in the teaching of this subject (Price 25c each). These are available at the Manitoba Text Book Bureau. The titles are: *Lord Selkirk*; *Gentlemen Adventurers*; *Alexander MacKenzie*; *The Acadian Tragedy*; *The Capture of Quebec*; *Isaac Brock*.

SYLLABUS

Section I—The Country Called Canada.

- A. 1. Its geography, extent, location and climate.
- 2. Its inhabitants before the white man came.
- 3. The America that Columbus found.

- B. European Sailors Cross the Atlantic:
 - 1. Leif the Lucky; Columbus; John Cabot; Jacques Cartier; Henry Hudson.
 - 2. The Jesuit missionaries seek to win converts to the Church.
- C. Exploration in the New Land:
 - 1. Samuel Champlain begins New France.
 - 2. Samuel Champlain encounters the Indians.
 - 3. The Missions and the Indians.
 - 4. A Bishop, an Intendant, and a fighting Governor hold the country for France.
 - 5. The Travels of Pierre Radisson.
 - 6. La Salle and Verendrye travel West.
 - 7. The King of England charters a great new trading company.
 - 8. English fur-traders find the West Coast.
 - 9. Franklin, Amundsen, Stefansson travel North.

Section II—The People Known as Canadians.

- A. The Indians:
 - 1. Their homes.
 - 2. Their customs.
 - 3. Their beliefs.
- B. The Habitants of New France:
 - 1. They find a home.
 - 2. They find food.
 - 3. They find clothing.
 - 4. They set up their altars.
 - 5. They begin trade.
 - 6. They make their laws.
 - 7. They fight their enemies.
- C. The Drama of Nova Scotia:
 - 1. Two European nations struggle for colonial supremacy.
 - 2. Dangerous days in the wilderness.
 - 3. Canada passes into the hands of the British.
- D. A Stubborn King Costs Britain Her Greatest Colony:
 - 1. The Puritans seek refuge in America.
 - 2. British traditions are transplanted in the colonies.
 - 3. Their dearly-bought liberty is threatened.
 - 4. British statesmen fail to sway a stubborn king.
 - 5. America breaks from the Motherland.
- E. More New Homes in a New Land:
 - 1. The United Empire Loyalists come to Canada.
 - 2. Two new provinces begin.
 - 3. Pioneering in the forests of the North.
 - 4. The Red River Colony is formed.
 - 5. Pioneering on the prairies.
- F. Trouble for the Pioneers:
 - 1. Famine, floods, severe climate.
 - 2. War of 1812 in the East.
 - 3. Pemmican War in West.
 - 4. Spain and England clash at the Pacific.
- G. Peace is Restored:
 - 1. Boundaries are fixed and friendly relations established.
 - 2. Trading companies are merged.
 - 3. Britain enforces law on the Pacific Coast.
- H. Development of a Century:
 - 1. In communication—railways, steamships, canals, roads, cable, telegraph, telephone, radio.
 - 2. In industry—fruit-farming, wheat-farming, mining, fishing, lumbering, manufacturing, trade and commerce, banking.
 - 3. In social relationships—churches, schools, universities, newspapers, service clubs, relations with other countries, trade unions.
 - 4. In culture—literature, music, art.

Section III—The Canadians Learn to Govern Themselves.

- A. The French Heritage:
 - 1. The habitant viewpoint.
 - 2. Seigneurial tenure of land.
 - 3. The political power of the Church.
 - 4. The Quebec Act aims to reconcile the French.
- B. The British Heritage:
 - 1. The Puritan viewpoint.
 - 2. Freehold tenure.
 - 3. The attitude of England toward colonies.
 - 4. The Constitutional Act aims to reconcile the United Empire Loyalists.
- C. Misunderstandings and Distrust:
 - 1. The English-French unfriendliness.
 - 2. The Family Compact quarrel.
 - 3. Lord Durham makes his report.
 - 4. A united Canada is still divided.
- D. Union Means Strength:
 - 1. Great Canadians—John A. Macdonald, George Brown, Georges Cartier.
 - 2. Confederation is discussed.
 - 3. Nova Scotia is reluctant.
 - 4. Confederation—The B.N.A. Act outlines a plan for governing the new Canada.
 - 5. The West comes in.
- E. Canada To-day:
 - 1. How her laws are made.
 - 2. How her laws are enforced.
 - 3. How she deals with other nations.

The work in History, Geography and Civics should be correlated.

WORLD HISTORY

Grades IX and X

SYLLABUS

See the 1944-45 programme for objectives

Section I—Our Inheritance from the Ancient World.

- A. Prehistoric: "Man vs. Nature."
- B. The Near East:
 - 1. Egypt: The First "Nation" and its Contribution.
 - 2. Babylonia: Contributions.
 - 3. Assyria: A "Nation" in Arms.
 - 4. Phoenicia: "Ships—Trade—Colonies."
 - 5. The Hebrews: Religious Contribution.
- C. Greece: A brief survey, emphasizing
 - 1. The beginning of Democratic Government and a comparison with ours;
 - 2. Athenian Education for perfection of Mind, Body and Soul.
 - 3. Contributions in Science, Literature and Art with one leader in each.
 - 4. Alexander: Spreads Greek Culture over the near East. (May be omitted.)
 - 5. A Typical Greek: Pericles.
- D. Rome: A brief general survey, emphasizing
 - 1. Causes of Rise and of Decline.
 - 2. Contributions in Language, Law, Government and Material Civilization.
 - 3. Typical Romans: The Gracchi—champions of popular liberty; Julius Caesar—Soldier, Statesman, Empire Builder.
- E. Christianity: Reasons for rapid rise—compare Roman Ideals—Contributions to Civilization.

Section II—The Middle Ages: "Banding Together for Safety."

- A. The Church as the Preserver: "Monasticism."
- B. Feudalism: "Man's Search for Safety."
- C. The Manor: "A Self-contained World."
- D. The Towns:
 - 1. Guilds.
 - 2. Birthplaces of Democracy.
- E. Contributions: Art, Music, Literature, Architecture. (First three may be omitted.)
- F. Typical Men: Gregory VII, Roger Bacon, Charlemagne, Marco Polo, (Chaucer may be omitted).

Section III—The Renaissance: "The Eternal Search."

- A. Causes: Trade, Towns, Crusades, Greek Culture moves West.
- B. The Moors: Contributions in Numerals, Algebra, Astronomy, Medicine, "Chemistry."
- C. Literature: Dante.
- D. Science and Experimentation: Galileo, da Vinci, Gilbert, Harvey, etc. Invention: Compass, Printing, Gunpowder.
- E. Art: The Search for Beauty, Raphael and Michaelangelo.
- F. Exploration:
 - 1. Spirit of Adventure, consequences, Magellan, Drake, etc.
 - 2. The "Profit Motive"—Chartered companies.
- G. The Reformations: Luther and Loyola.
(Stress only main features; avoid detailed study.)

Section IV—The Race for Empire.

- A. Elimination of Portugal, Spain, Holland.
 - B. Emergence of France and England as rivals—"Sea Power vs. Land Power":
 - 1. Parliamentary Government in England.
 - 2. Despotism in France.
 - C. Continuance of Struggle:
 - 1. Elimination of France.
 - 2. Wars of Louis XIV—Treaty of Utrecht.
 - 3. Seven Years' War—Treaty of Paris.
 - 4. Napoleonic Wars—Treaty of Vienna.
- } Briefly.

Section V—The Early Agrarian and Industrial Revolution.

(Stress changes it wrought and note advantage it gave to England.)

Section VI—The French Revolution.

- A. Causes (briefly).
- B. Main Phases (very briefly).
- C. Napoleon: "I am the Revolution."
- D. Congress of Vienna: Metternich's system a denial of
 - 1. National (racial) Government.
 - 2. Popular Government.

Section VII—The Growth of Nationalism: Breaking the Bonds.

- A. Italy—Its creation by three types of men—Mazzini, Garibaldi, Cavour.
- B. Germany—Foundation by Frederick the Great—Created by Unification by a Dictator—Bismarck.
- C. Russia—Foundation by Peter the Great—The Masses vs. Despotism.

Section VIII—The Impact of Western Civilization on the Rest of the World.

- A. South America: Colonies—Revolt, Bolivar—Republics—Dictatorships—Pan American League.
- B. The United States:
 - 1. "A House divided against itself cannot stand"—Lincoln. The Civil War.
 - 2. Western Expansion: Influence of frontier life on national character.
 - 3. Mass Production and its results.
- C. Africa: Its partition for raw materials.
- D. Japan: Rise, Domination of Far East, Korea, Manchukuo, Annexations.
- E. China: Struggle against foreign aggression—Sun Yat Sen; Chiang-Kai-Shek.

Section IX—The Great War and After.

- A. Very brief Summary of Causes.
- B. Some Effects:
 - 1. League of Nations.
 - 2. The Depression.
 - 3. The Discontented Nations—The "Have-Nots"—Italy, Germany, Japan. Rise of Fascism—Communism.
 - 4. Typical Men: Wilhelm II, Clemenceau, Lloyd George, Woodrow Wilson, Lenin, Hitler, Mussolini.

Section X—The Modern Age.

- A. The Agrarian and Industrial Revolution continued—Developments in Transportation and Communication.
 - B. Some Major Results.
 - C. The Humanitarian Movements.
 - 1. Abolition of Slavery.
 - 2. Factory Legislation.
 - 3. Social Legislation—Health and Old-Age Insurance.
 - D. Progress in Science and Medicine.
 - E. Development of Internationalism.
 - F. Great Men: Shaftesbury, Z. Macaulay, Franklin, Pasteur, Edison, etc.
- Text: Perkins, *An Introduction to World History* (Price \$1.50).

GENERAL SCIENCE

Grades VII and VIII

I. Fall Studies of Animal Life

A-1. A Study of Insects.

A simple study of evidences of insect activities, injurious and beneficial. Collecting of galls, pieces of wood affected by insects, cut leaves, damaged clothing, etc. Discussion of the part insects play in pollinating flowers. (This should be related to the study of flower parts.) Some useful products of insect activities (honey, silk).

A simple study of the external-features of a bee or a grasshopper. (Divisions of the body, wings, eyes, antennae, legs. How insects eat, how they breathe.)

General activities and life-history of the insect studied.

General comparison of the insect studied with a few other insects to find what features they have in common.

Study of one other insect life-history with special attention to the effects of its life on its surroundings. (Clothes moth or cabbage butterfly suggested.)

A-2. A Study of Birds.

The development of a systematic method of observing the characteristics, habits, etc., of birds and of making records of these observations.

The great number of species seen and their differences in size, numbers, food requirements, range, habitat, nesting, social habit. (Some attention may be given to the grouping of birds into water birds, shore birds, ground birds, etc.)

Study of the outstanding points of likeness in birds (feathers, use of forelimbs for flight, uses of the beak, varied uses of the feet).

Study from picture or diagram of the external parts of a bird commonly noted in description—crown, nape, etc. (This work is merely for assisting in using bird-books to identify birds.)

Study of points in which species differ strikingly from one another and relation of these points to the habitat and life of each bird. (Feet and back of hen, duck, woodpecker, hawk, wader.)

Moulting of birds and changes in the colour of plumage. Comparison with changes in the coat of animals and the artificial changes man makes in his clothing.

Migration of birds and its relation to food supply and weather. (This should be related to the changes in plant life and to the disappearance of insects.) Wandering flocks of winter visitors and their activities.

Value of birds in holding insects in check. How the value of birds to man is determined by what they eat and how much they eat. Protection of birds by law and by public sentiment. Enemies of birds (cats, squirrels).

B-1. The Rodents.

Points of likeness seen in mice, gophers, beavers, rats, muskrats, rabbits, or other rodents. (Particular attention to the teeth and gnawing habit.) Evidence of the work of these animals. How some of them affect man's food supply and some his forests and buildings. Value as fur-bearers. Possibilities of rapid increase in numbers. Variety of habitat, size, food within this group.

B-2. The larger Carnivorous Birds and Animals and the Effect of their Hunting on the Number of Rodents.

Effect of man's interference with hawks, owls, foxes and coyotes. Enough study of hawks and owls to know that there are many species, differing in their food-habits and so differing in their effect on the world about them.

B-3. The Grazing and Browsing Animals with Particular Reference to those Man has Domesticated.

Their feeding-grounds and manner of feeding. The importance to them—and to us through them—of the great grass-land areas. (Reference should be made here to the study of grains and grasses.)

Products of these animals (wool, hides, meat, milk, cheese, butter) and the importance of these products to us. (Emphasis on the fact that these animals convert great masses of vegetation into products of greater use to man.)

Characteristics of these animals that make them valuable to man—tendency to live in herds, docility, hardiness, speed, strength, early maturity.

Some changes man has brought about in them—increase in size, great docility, increase in production of wool, milk, etc. (In some schools this would suggest a study of characteristics of certain breeds of cattle, etc.)

This work may be extended to consideration of:

- (1) Grades of dairy products.
- (2) Care in production and handling of dairy products.
- (3) Use of these products in the household.
- (4) A similar study might be made of wool or leather.

II. Fall and Winter Studies

A. A Study of Air:

1. Experiments to prove that air occupies space, has weight, exerts pressure, is compressible.

2. Simple barometer to be set up and used as demonstration of air-pressure.
3. Study of uses to which we put air-pressure. (Drinking by suction and how the same principle is applied in the lift-pump. Study of the mechanism of the pump is not necessary). (Air brakes of trains, etc.) (Machinery run by compressed air: Drills, riveting hammers, etc.)
4. The part air plays in the burning of wood, rusting of iron, keeping us alive and active.
 - (a) What oxygen is and how much of it is found in air.
 - (b) How the air acts when oxygen is removed from it.
 - (c) What happens to oxygen when wood is burned in air, when iron rusts in air, when we take air into our lungs?
 - (d) How carbon-dioxide acts on a fire, on a person breathing it. How it may be detected. How much of it is in the air.

III. Spring Plant Studies

A-1. Germination of Seeds and Early Growth of Plants.

Testing of grain and weed seeds to find what proportion germinates. Examination of beans, peas, corn to find the embryo plant. Examination of sprouting seeds at different stages to get a clear idea of early growth. Growing of beans alongside wheat or corn to see likeness and differences in their growth. Meaning of the names monocotyledon and dicotyledon with list of familiar plants of each type.

Examination of conditions under which germination will take place. (Is light necessary? Soil? Water? Air? What temperature is needed?)

Examination of conditions under which germinated seeds will continue developing.

Treatment of seeds for disease (smut).

A-2. Spring Development in Trees—Growth of bud into new twig with leaves or flowers.

A-3. Development of New Plants from Cuttings (Geranium, potato).

B-1. Trees.

Examination of box-elders to note different flowers produced by seed-bearing and seedless trees.

Similar study of poplar or willow.

Value of living trees and of tree-products. General study of the importance of our forests and forest industries. Injuries done to trees by man, by insects, by other animals, by disease. Study of tree-protecting birds (woodpeckers, warblers). Study of our attempts at forest conservation. Protection of trees and shrubs against vandalism.

B-2. Tree Planting.

Study of the part the green leaf plays in the world. (This is not to be a detailed physiological study, but a simple study of the leaf as an organ which can, in the presence of sunlight, build up water and carbon dioxide into starch, sugar and wood. This study should refer back to the student's knowledge of carbon dioxide and to his study of the sun as our source of energy.)

B-3. Study of the Giving off of Oxygen by Plants in Sunlight.

Use of oxygen to both animals and plants. Absorption of carbon dioxide by plants.

Note—For apparatus and supplies see previous programmes.

MATHEMATICS

Grade IX

Text: Hart, Jahn and Robinson: *Mathematics in Action*, Book III, as outlined in 1944-45 programme.

SCIENCE

Grades IX and X

Peabody and Hunt: *Biology and Human Welfare* (Price \$1.20).

GEOGRAPHY

Grades VII and VIII

Note—Canadian geography study should be correlated with Canadian History.

The Continent of North America, its size, position, highlands, waters and countries; Canada, physical and governmental divisions; its people and their activities—lumber, fishing, mining, agriculture, manufacturing; its waterways and the part they played in the settlement and development of Canada, their present use as sources of power, means of communication and as playgrounds; the interdependence of different parts of Canada; railways, airlines, cities; education; Canada's relation to the rest of the world, to other members of the commonwealth, to the United States; Canada's world position in an air age.

The United States, our next-door neighbour—a regional study; physical features; the spread of settlement—how people live, what they do, influence of climate, rainfall, resources on the life of the people; products, cities, communications; its influence on Canada through exports, radio, motion pictures, newspapers and magazines.

Alaska, its position, size, resources; the Alaskan Highway, an international highway; airlines to Asia.

Asia, the Cradle of History—its contributions to civilization; peoples, physical features. The Soviet Republic, their people's government and how they live; China, its civilization, its people, their work, their government; Chinese rivers and their importance. The effect of the war on China. The Japanese Empire, its extent, its position, the people and their government, resources, products, cities; their relations with China, Russia, Canada, the United States.

This course may be found to be too heavy for one year's work. If it is, work through Asia as far as time will permit. The eyes of the world are on Asia at the moment.

Texts: Stevenson and Barager, *The Public School Geography* (Price \$1.20).

Frye and Gammell, *New Canadian Geography* (Price \$1.50).

References:

†McConnell—*Geography of The Americas* (Price 2.10).

*McConnell—*Geography Around the World* (Price 1.55).

*Buchanan—*This is Canada* (Pictorial) (Price 2.10).

†Sondergaard—*A History of the United States for Young People* (Price 1.50).

*Gough—*New World Horizons* (Price 1.20).

†Stewart (Ed.)—*Our Neighbours Across the Pacific* (Price 2.85).

†Brooks and Finch—*The Gifts of the Earth* (1.25).

Carpenter—*The Pacific, Its Lands and Peoples* (Price 1.65).

*In 1945-46 Library Selection for Rural Schools.

†On Graded School Library List.

Films from the Library, Visual Education Branch, will be found useful aids in teaching geography.

ART

Grades VII and VIII

The course in Art includes Art Appreciation and Picture Study in addition to the following syllabus.

The word "design," so often applied to only one class of Art, should be extended in meaning to include every type of piece of Art work.

There exist three different kinds of design:

(a) Naturalistic, (b) Decorative, (c) Constructive.

The work of any year, then, finds here its natural divisions; work in all three should be done in every Grade—the work varying in difficulty according to the Grade; the seasons determine when best to work at any one of the three types.

Roughly the work divides itself as follows:

September and October—Naturalistic Design.

November and December—Decorative Design.

January and February—Teach Perspective Technically.

March and April—Constructive Design.

May and June—Review.

One picture study a month. Correlate this with Composition.

NATURALISTIC DESIGN

This means that an object (flower, person, building) is depicted as seen by any observer; it may be done in any medium—pencil, pen, crayon, brush.

Objects fall under two general classes: Life Forms, Still Life Forms. Both types should be approached without any given technical rules of perspective; let observation be the pupil's first guide; teach him to observe before you teach rules for perspective.

September and October—

	VII	VIII
1—Brush silhouettes using neutral tint or ink and water. <i>Aim:</i> Form.	Simple Weed. Simple Flower. Simple Landscape.	Weed Cluster. Flower Cluster. Landscape.
2—Sketching in pencil. <i>Aim:</i> Form and shading.	Simple Weed. Simple Flower. Simple Landscape.	Weed Cluster. Flower Cluster. Landscape.
3—With brush and color. <i>Aim:</i> Blending of colors in different tones.	Vary Weed Sample. Vary Flower Sample. Landscape.	Vary Weed Cluster. Vary Flower Cluster. Vary Landscape.

DECORATIVE DESIGN

This is design not made for its own sake but to beautify some other object. It is, therefore, absurd to have pupils attempting decorative designs without reference to a specific object, to do so is to forget the essential points in decorative designing, *i.e.*, (a) fitness to purpose, (b) adaptation to shape and size of the object to be decorated. Discuss first the objects to which their designs may apply.

Making use of their designs of September and October, train them to translate from the Naturalistic to the Decorative form, and in the practical doing of this, point out the laws of Decorative Design. I. You may change the form but not the structure. II. Washes must be flat in any one plane. III. Colors must always be greyed.

Note—If pupils lack creative imagination, show them that by applying the straight edge of a mirror to any part of a Naturalistic Design, the mirror in repeating that part suggests a motif symmetrically balanced that can be used. Also allow use of tissue paper and stencils where motifs are to be repeated.

November and December—

	VII	VIII
1—Weed Motif.	Border for Nature Study Book.	Border for Botany Book.
2—Flower Motif.	For all-over Pattern in Wall Paper.	For Wall Paper or Fabric.
3—Landscape in Decorative treatment.	For Poster or Book Cover.	For Wall Paper.
4—Still-life in Decorative treatment.	Christmas Cards or Christmas Poster.	Christmas Cards or Christmas Poster.

January and February—

	VII	VIII
1—Perspective of Circle:	Tumbler + half Lemon.	Tumbler, half filled, + half Lemon.
2—Teach parallel perspective above and below horizon, also to right and left. Show how the simple rectangular object may be turned into a "pile of books," "wood pile," "basket," "chair," "table," etc.		(Review parallel perspective and teach angular perspective of the simple rectangular object metamorphosing as was done in teaching parallel perspective.

CONSTRUCTIVE DESIGN

March and April—

Patterns, Working Drawings and Plans:

	VII	VIII
1—Patterns	(a) Box, which pupils may decorate with appropriate design. (b) Pattern of Cylinder with design.	(a) Box Pattern with design. (b) Cylinder Pattern with design. (c) Baseball Pattern.
2—Working Drawings.	(a) Simple Box.	(a) Simple Table.
3—Plan.	(a) School Grounds as they exist. (b) As improved by Shrubbery and Flower Beds.	(a) Home Grounds with Vegetable and Flower Gardens.

May—

This is a good month for review. The season offers new suggestions for Naturalistic Design. Attempt outdoor sketching: Clump of Trees; School Building; School gateway; Old Fence, etc.

June—

Do not drop Art work entirely; let it be respite occupation when the daily assigned work is completed.

REFERENCES

- Armstrong, et al: *School Art Series*. Grades II, III, IV, V, VI and VII. (Price 30c each.)
- Glass, Fred J.: *Drawing Design and Craft Work*. (Price \$5.00.)
- Agnes Hammell: *Advancing in Picture Study*. (Price \$1.00.)
- R. W. Hedley & G. F. Manning: *Elementary Art Series*. (Price 35c each.)
 Book I (Grades I and II) Book III (Grades V and VI)
 Book II (Grades III and IV) Book IV (Grades VII and VIII)
- H. W. Jacobs: *The Drawing Teacher*. (Price \$2.75.)
- J. Kyle: *Design for Industrial Arts* (Book III)—*Lettering*. (Price 75c.)
- Mary E. Owen: *Studies of Famous Paintings*. (Price 75c.)
- W. P. Weston: *A Teacher's Manual of Drawing* (for Elementary and High Schools). (Price \$1.75.) (Out of print indefinitely.)
- New Art Education Books*, Grades VII, VIII and IX. (Price each 60c).

MUSIC

Grades VII and VIII

See Grade VII course, Special Music Syllabus for Grades VII, VIII and IX.
Texts: Kinley, *Manitoba School Song Book*, Melody edition. (Price 55c.)
The Treasury Sight Reader, Book IV. (Price 18c.)

REFERENCES

Walford Davies: *A Four Year Course in Music*. (Price \$2.40.)
Hill: *School Music, Its Practice in the Classroom*. (Price \$1.50.)
Burianyk: *Principles of Music Theory with Charts*. (Price 85c.)
Speirs: *How Music Grew*. (Price 50c.)
Clarkson: *Let's Listen to Music*. (Price \$1.00.) A guide to music appreciation (used with records).

LANGUAGES

FRENCH

Grade VII

Texts: Ritchie and Moore: *Nelson's First French Course*. This book is out of print and will not be available further. (Price 70c). Lessons I-X, or

Clarke-Irwin: *Cours Élémentaire de Français* (Price 75c).

If *Cours Élémentaire* is used, read only Blackie Primer II in addition to the reading passages in the text, Lessons I-XI.

Grade VIII

Texts: Ritchie and Moore: *Nelson's First French Course* (Price 70c) (out of print), Lessons XI-XX, or

Clarke-Irwin: *Cours Élémentaire* (Price 75c), Lessons I-XVIII.

If *Cours Élémentaire* is used, read only Jean Bonnard in addition to the reading passages in the text, Lessons I-XVIII.

Grade IX (for those who began French in Grade VII)

Texts: Ritchie and Moore: *Nelson's First French Course* (Price 70c), Lessons XXI-XXVIII, or

Clarke-Irwin: *Cours Élémentaire* (Price 75c), Lessons I-XXIII. (Give consideration to the future tense of the verb for furthering reading comprehension and to idioms. See pages 171, 172, 185.)

If *Cours Élémentaire* is used, read only the passages in the text, Lessons I-XXIII.

(For those beginning French in Grade IX)

Texts: Ritchie and Moore: *Nelson's First French Course* (Price 70c), Lessons I-XXVII, or

Clarke-Irwin: *Cours Élémentaire* (Price 75c), Lessons I-XXIII. (Give consideration to the future tense of the verb for furthering reading comprehension and to idioms. See pages 171, 172, 185.)

If *Cours Élémentaire* is used, read only the passages in the text.

Add *Ceppi Contes Dramatiques* to extra reading material.

Note—1. Linguaphone records to accompany *Cours Élémentaire* are available from The Manitoba Text Book Bureau. Teachers will find them helpful in oral French.

2. The French Option courses for 1945-46 may be obtained from the Department upon request.

3. Except as otherwise stated, the objectives and courses for 1944-45 are in effect for 1945-46.

SENIOR HIGH SCHOOL

PRACTICAL CITIZENSHIP

Where Grades IX and X are combined, the course for Grade X will be followed.

ADDITIONAL REFERENCES

- Education for Mutual Understanding between Canada and the United States*, published by the Canada-United States Committee on Education.
- A Study in World Friendship*—The California State Department of Education, Sacramento.
- United Nations Relief and Rehabilitation*, Canadian Council of Education for Citizenship, 166 Marlborough Ave., Ottawa.
- Second Supplement to World Affairs Manual* (Price .60), World Affairs Press, 224 Bloor Street, Toronto.

ENGLISH

The following statement of objectives has been prepared by a committee representative of English teachers, the University, and the Department. Their work is not complete, but since it was thought that the general objectives as set out below, together with the specific objectives in Expression, would be of value to teachers, the work (as far as it has proceeded) is published here.

The general objectives in the teaching of English are to enable a student

1. to express clearly in speech or writing his own thoughts and to understand the clearly expressed thoughts of others;
2. to apply his growing power over language to his life in and out of school; This growing power should be directed toward these ends:—
 - (a) Increased efficiency in school work in general. Growth in the understanding of what is read and heard and development of skill in writing and speaking must be reflected in all the work the pupil does in school.
 - (b) Clearer and sounder thinking. Accurate knowledge of language is closely associated with clearness of thought.
 - (c) More satisfactory contacts with other people—in school and out. Ability to understand others and to express one's thoughts aids a person in the range and effectiveness of his social contacts.
 - (d) Increased understanding and appreciation of other people and a better insight into his own relations with them. Reading, with training in relating what he reads to the world around him, can extend the pupil's knowledge of people, his insight, and his sympathies.
3. To grow in his appreciation of literature.

(Adapted from the Spens Report.)

EXPRESSION

Three Important Principles.

"In all language teaching, there are three important principles to be kept in mind—the pupil must have something to say; he must have some specific reason for saying it; and he must have that knowledge of the technique of expression which will enable him to say it effectively and correctly." (Alberta Programme of Studies, 1939.)

The Subject Matter.

"Language power cannot be acquired in a vacuum." (Basic Aims for English Instruction.)

"Training in English needs a subject matter and a motive and we regard it as essential that part, at least, of the subject matter should derive from a source other than a self-contained study of English." (Norwood Report.)

(a) Other Subjects as Sources of Training.

The usual subjects of the curriculum offer ample material and opportunity for training in English in this sense.

In the larger high schools, where the English teacher does not teach other subjects to a class, he should endeavour to work in conjunction with teachers of History, Science, etc., e.g., the Science teacher might suggest suitable topics when exposition is being taught in the English class, or, on occasion, the essay assigned by the History teacher might be marked by him for historical data and by the English teacher for correctness of form and expression, or, in fact any teacher of other subjects should be invited to suggest topics for class talks to be given during the English periods. This co-operation does not relieve teachers of the other subjects of the responsibility of constantly checking the students' use of English, nor does it imply that the teacher of English is expected to correct all the essays assigned by the other teachers.

"The teacher of English will expound the fundamental principles of grammar, composition and style; but—ALL teachers will check the practical application of these principles, as they are required in written work that is incidental to instruction in Social Studies, Science, Mathematics or other subjects." (Alberta Programme of Studies, 1939.)

In smaller high schools, where the English teacher is responsible for other subjects in the curriculum, he should use subject matter from his other courses for practice in written or oral English.

(b) Creative Expression.

Pupils should also develop the ability to express their own experiences, ideas and emotions. With some pupils the expression may take the form of original poems, short stories or one-act plays. With others it may be a sincere, vivid relating of personal experiences or of observations from their every-day environment; comments, either oral or written, that reveal creative thinking about their reading; or a re-creation of a story in dramatic form. Although the particular form of expression and the level of attainment will differ, the aim is the same for every pupil, namely, that through the programme in expression he may "clarify his own thinking . . . stimulate his imagination and find an outlet for his thoughts and feelings." (Basic Aims for English Instruction.)

The Need of a Motive.

"The practice of essay writing, in the form which it often takes, has had a harmful influence on the power to write naturally and effectively. Whatever else is necessary to it, good writing, we feel, must spring from a desire to say something; it must proceed with a super-abundance rather than a dearth of something to say and it must have within itself a clear purpose other than that of fulfilling an imposed task. But . . . these conditions are by no means always satisfied and there is a danger that the essay, when so treated, has been harmful; it has created in the minds of many pupils, an unnatural habit of thought and expression and this, because it is unnatural, proves of little value for meeting these occasions in later employment or further study on which a plain connected piece of writing for a specific purpose is required." (Norwood Report, Curriculum and Examinations in Secondary Schools, London, 1943.)

This quotation points out a desirable ideal and every well-considered attempt to reach it is worth while. It should not be interpreted as meaning that systematic and guided practice in writing and speaking English can be abandoned. It points out the need for vital material in English—material that is vital because it is accepted by the pupils as important. It may be important to him because it helps him in personal self-expression or it may be important to him because it assists him in the mastery of subject matter he is required to master.

Check-List for Use in Correcting English

This check-list is in no way exhaustive. It represents merely the minimum requirements in written English. It is to be used by students under the direction of teachers of English, Social Studies, Foreign Languages, Science, Mathematics and all other subjects as a means of finding and correcting errors in written work.

1. Penmanship, arrangement and general appearance of all written work.
2. Spelling (including the correct use of the apostrophe).
3. Capitalization. (See Grammar for Composition: Ward.)
4. Punctuation.
 - (1) Period and Question Mark.
 - (2) Comma:
 - (a) to separate words and phrases in a series.
 - (b) to mark off interruptions or parenthetical expressions.
 - (c) to mark off a phrase or clause at the beginning of a sentence (unless the sentence is short and the meaning clear without the comma).
 - (d) to mark off non-restrictive clauses.
 - (e) to separate words that might erroneously be read together.
 - (3) Semi-colon:
 to separate clauses in a compound or compound-complex sentence where the conjunction is omitted.
 - (4) Colon:
 - (a) to follow a general statement preceding specific examples.
 - (b) before a long quotation.

5. Language:

- (1) Pronoun:
 - (a) correct case forms of pronouns.
 - (b) agreement of pronoun with antecedent.
- (2) Distinction between Adjectives and Adverbs.
- (3) Verbs:
 - (a) use of the correct forms of the verbs listed below, with emphasis on the auxiliary with the past-participle—
lie, lay, spring, swim, write,
take, speak, sing, see, run, go give,
drink, do, come, begin.
 - (b) agreement of verb with subject—example—
incorrect—He don't want to go.
correct—He doesn't want to go.
 - (c) use of subjunctive in conditions contrary to fact—example—
incorrect—If I was you I'd go.
correct—If I were you I should go.
 - (d) use of perfect tenses—example—
incorrect—He said he never saw a better game.
correct—He said he had never seen a better game.
- (4) Common errors such as the following:
 - (a) the use of "different than" for "different from,"
 - (b) "these and those kind" for "this and that kind,"
 - (c) "had ought" for "ought,"
 - (d) "couldn't hardly" for "could hardly,"
 - (e) the preposition "like" for the conjunction "as,"
 - (f) the adjective "real" for the adverb "very,"
 - (g) repetition of words.

6. Sentence Structure:

- (1) Cultivate—
 - (a) the use of simple and complex sentences in place of the over-popular compound sentence.
 - (b) the use of parallel structure.
- (2) Avoid—
 - (a) indefinite reference of pronouns.
 - (b) unrelated modifiers—dangling participle or gerund.
 - (c) misplaced modifiers (He only has two wrong).
 - (d) unnecessary change in grammatical construction.
 - (e) run-on and incomplete sentences.
 - (f) proper use of tenses.

ORAL EXPRESSION

The Value of Training in Oral Expression.

1. "Oral expression is one foundation upon which proficiency in the writing of English is based."

"Oral exercises are the readiest means to fluency and naturalness in writing; and neglect of them in senior schools is the cause of that stiff, conventional, lifeless style which makes compositions equally tiresome to write and to read."

This means that oral and written expression should not be separated in the classroom. In general, oral discussion or practice should precede any attempt on the part of the student to write on an assigned theme. If a student speaks well, he is likely to write well.

2. Oral expression is a "means of developing ease in social relationships.

"No school is doing its duty to the community which does not do everything in its power to bring its pupils to use clear, correct speech that can be easily understood."

The student should obtain "such practice in expressing thoughts as will lead to some degree of confidence and at least the appearance of ease of manner."

(Adapted from the Norwood Report.)

Having this in mind, the teacher should first aim to set the student at ease in his present social relationships, especially those of the classroom. There, a friendly spirit should prevail. Criticism should be tempered with a generous measure of praise. By practice, the student should learn methods of group discussion, rules of procedure in public meetings, social conventions used in talking over the telephone, in making introductions, etc. This practice will be much more effective if it consists not merely in working formal exercises found in the text book, but also is related closely to the social activities in which the student is engaging both in and out of school.

3. Oral expression should train the student for public speaking and public debate. In a democracy where public issues are settled by discussion, this is of first importance. Since, in many of the classes students when answering questions speak mostly in single sentences, there should be as many opportunities as possible in the composition class to speak for a few minutes continuously and connectedly on a given theme. To get full value from this practice students should have opportunity to prepare for it.

Speech Training.

In all the work in oral composition, the teacher should aim at developing good habits of articulation, pronunciation and enunciation. To correct faulty vowel sounds and slovenly articulation, it may be necessary to use special speech exercises which may be found in the references dealing with speech training.

It must again be emphasized that the student will profit by his work in oral expression only if habits developed in the English class are practiced in other classes. The development of speech must be, on the part of the teachers, a co-operative undertaking.

Three necessary conditions for improvement—

1. The pupil must desire to improve.
2. He must know the standard to which he should attain.
3. He must know his own shortcomings.

Criticism.

Constructive criticism given by his classmates is a much more potent source of motivation than criticism given solely by the teacher, but this criticism should not be allowed to degenerate into petty fault-finding. Many teachers have found that this trifling fault-finding tends to disappear when one or two major faults are attacked at a time.

If the teacher and pupils discuss the effects of posture, enunciation and pronunciation upon the effectiveness of speech, they should find it easy to construct a list of

1. Defects to be eliminated;
2. Standards to be attained.

The following outline of standards in oral expression is included to suggest what may reasonably be expected to evolve from such a discussion:

1. Does your posture suggest confidence?
 - (a) Do you keep your hands quiet and relaxed?
 - (b) Do you speak directly to your audience, over their heads, or to the floor?
 - (c) Do you move easily and naturally, showing self-control?
2. Can you be heard distinctly at the back of the room?
 - (a) Do you pause for attention?
 - (b) Do you pronounce each word correctly?
 - (c) Do you first address the person in charge and then your audience?
 - (d) Do you enunciate clearly?
 - (e) Do you speak slowly enough?
 - (f) Do you avoid monotony by varying the pitch of your voice?
3. Are you forceful?
 - (a) Do you emphasize the important words and phrases?
 - (b) Do you pause for effect?
 - (c) Do you begin and end your speech effectively?
4. Do you adjust your speech to your audience?
5. Do you speak in a friendly manner?
6. Do you deliver your address as though you enjoyed speaking?

Developing Good Listeners.

The listener has a responsibility in the oral expression class no less important than that of the speaker. The teacher may stimulate attention by allowing class discussion following a pupil's oral presentation. If listeners are asked to draft a rough outline of the substance of the address, a very effective check is made upon their powers of listening as well as upon the clarity of the speaker's exposition. This habit of jotting down outlines may later be developed into an intelligent system of taking notes from radio speeches, lectures and reference books.

(The last three sections have been adapted from the Tentative English Programme, prepared a few years ago.)

Adapting the Programme to Individual Needs.

"The goals of instruction in English are, in the main, the same for all young people, but the heights to be attained in achieving any one of them and the materials used for the purpose will vary with individual need.

"It is the right of every person in the public schools to be given a greater sense of security in the use of the English language. For one person, this necessitates help in pronouncing the *th* in *think* or in avoiding the use of 'seen' for 'saw'; for another, it may mean care in distinguishing between delicate shades of meaning or the development of beauty of style or preciseness in expression. The end is the same in both cases—the improvement in the use of English for the individual concerned." (Basic Aims for English Instruction.)

Reference—Sansom, Bennett, Diltz: *Adventures in words* (Price .65).

Note—To stimulate the interest in good speech and the oral interpretation of literature, the Department has made arrangements with Miss Gertrude McCance, speech instructor at the Provincial Normal School, to give a series of ten broadcasts commencing Monday morning, October 1, at eleven-thirty o'clock. These programmes will be carried in Manitoba by stations CKY (Winnipeg), CKX (Brandon) and one week later by station CFAR (Flin Flon). Full particulars of these broadcasts will be found in the September issue of The Manitoba School Journal.

LITERATURE

Grade X

As outlined under Grade IX for combined classes in Grades IX and X.
Add *A Midsummer Night's Dream* (Price .28) to Shakespearean Plays.

SUPPLEMENTARY READING

Students who have regular library periods are expected to read a book a month. All students are required to read at least five books.

Note—The Manitoba Text Book Bureau can supply a price list and latest information about such titles as are available in the following list.

Fiction (Group A)

(At least two books are to be read)

Alcott: *Eight Cousins; Good Wives*.
Aldrich: *A Lantern in Her Hand*.
Ballantyne: *The Dog Crusoe; Erling the Bold; Ungava*.
Bunyan: *Pilgrim's Progress*.
Ralph Connor: *The Sky Pilot; Glengarry School Days*.
Curwood: *Steele of the Royal Mounted*.
Dickens: *Oliver Twist; David Copperfield*.
Deming: *Penny Marsh, Public Health Nurse*.
De Leeuw: *Adele; Year of Promise*.
Conan Doyle: *The White Company; The Adventures of Sherlock Holmes*.
Dumas: *The Count of Monte Cristo; The Three Musketeers*.
Goldsmith: *The Vicar of Wakefield*.
Grey: *Wildfire; The Spirit of the Border*.
Haggard: *She; King Solomon's Mines*.
Hawthorne: *The House of Seven Gables*.
Hobart: *Oil for the Lamps of China*.
Hemon: *Maria Chapdelaine*.
Hope: *The Prisoner of Zenda*.
Hough: *The Covered Wagon*.
Jackson: *Ramona*.
Jerome: *Three Men in a Boat*.
Johnston: *To Have and To Hold*.
Kipling: *Puck of Pook's Hill; The Jungle Book*.
Kirby: *The Golden Dog*.
Lytton: *Last Days of Pompeii*.
Major: *When Knighthood Was in Flower*.
Baroness Orczy: *The Scarlet Pimpernel*.
Parker: *The Seats of the Mighty*.
Porter: *The Girl of the Limberlost; The Magic Garden*.
Reade: *The Cloister and the Hearth*.
Rinehart: *Tish*.
Rosman: *Visitors to Hugo*.
Sabatini: *Scaramouche; Captain Blood*.
Scott: *Guy Mannering; Quentin Durward; Ivanhoe*.
Stevenson: *Kidnapped; Black Arrow*.
Struther: *Jan; Mrs. Miniver*.
Swift: *Gulliver's Travels*.
Tarkington: *Alice Adams; Seventeen*.
Terhune: *Wolf*.
Twain: *The Adventures of Huckleberry Finn*.
Edgar Wallace: *Shadow Man*.
Wilson: *Adventurers All*.
Sir Christopher Wren: *Beau Geste*.

Non-Fiction (Group B)

(At least three books are to be read)

Philosophy (Conduct)

Ruth Fedder: *A Girl Grows Up*.
Burnham, Jones and Redford: *The Boy and His Daily Living*.

Religion and Mythology

Hurlbut: *Bible Stories Everyone Should Know.*

King and McKenzie: *Classical Mythology in Song and Story*, Parts I and II.

Sociology

Mildred Ryan: *Cues for You.*

Guerber: *Legends of the Middle Ages.*

Charles Clay: *Swampy Cree Legends.*

Wadsworth: *Paul Bunyan and His Great Blue Ox.*

Science

Reed: *The Stars for Sam.*

Reed and Bronson: *The Sea for Sam.*

Frank Buck: *Animals Are Like That.*

Practical Arts

Thomas Eadie: *I Like Diving.*

Hall: *Skyways.*

Trilling and Nicholas: *The Girl and Her Home.*

Fine Arts

Rodney Bennett: *Let's Do a Play.*

R. Davies: *Shakespeare for Young Players.*

Humour

Stephen Leacock: *Nonsense Novels.*

Clarence Day: *Life with Father; Life with Mother.*

Sellar and Yeatman: *1066 and All That.*

Poetry and Drama

Drummond: *The Habitant.*

Pauline Johnson: *Flint and Feather.*

Longfellow: *Hiawatha.*

J. M. Barrie: *What Every Woman Knows.*

John Drinkwater: *Oliver Cromwell.*

Maeterlinck: *The Blue Bird.*

Travel

Helen Curtis: *Jean and Company, Unlimited.*

Martin Johnson: *Cannibal Land.*

Richard Halliburton: *Seven League Boots; The Royal Road to Romance.*

Morton: *In Search of England; In Search of Wales; In Search of Scotland; In Search of Ireland.*

O'Brien: *Alone Across the Top of the World.*

Bridges: *Adventures Under Ground.*

Ellsburg: *Men Under the Sea.*

Hodgins and Magsun: *Sky High.*

Biography

Lt.-Col. Drew: *Canada's Fighting Airmen.*

Simmonds: *Edison, His Life and Works.*

Anna Brochhausen: *Andrew Carnegie's Own Story.*

J. M. Barrie: *Margaret Ogilvie.*

Helen Keller: *The Story of My Life.*

S. E. White: *Daniel Boone; Wilderness Scout.*

Rudyard Kipling: *Something of Myself.*

History

Beckles: *The Birth of a Spitfire.*

Tappon: *When Knights Were Bold.*

Lowell Thomas: *Raiders of the Deep.*

Robert Graves: *Lawrence and the Arabs.*

Hartman: *Mediaeval Days and Ways.*

F/O D. F. Griffin, RCAF: *First Steps to Tokyo.*

Note—These books may be included in the high school list for library grant purposes, 1945-46. Regulations require that the district spend dollar for dollar with the grant.

Grade XI

- (a) A careful study of one of—
Blackmore: *Lorna Doone* (Price .72).
Dickens: *Oliver Twist* (Price .55).
- (b) Gray and Upjohn: *Prose of Our Day* (Price .65), selections as in 1944-45, omitting
Salter: *Defending the Democracies*, and
White: *To an Anxious Friend*.
- (c) Shakespeare: *Hamlet* (Price .28) or *Macbeth* (Price .28).
- (d) Barrie: *The Admirable Crichton* (Price .70).
- (e) Poetry, the following selections from MacDonald and Walker: *A Selection of English Poetry* (Price \$1.35).

Note—*A Selection of English Poetry* is being prepared and will be available for the second term. The first term is to be devoted to other sections of the prescription of work.

Burns: *Tam Glen*; *To a Mouse*.
Wordsworth: *It Is Not to be Thought of*; *The Reverie of Poor Susan*.
Keats: *On First Looking into Chapman's Homer*.
Tennyson: *Ulysses*; *Break, Break, Break*; *Crossing the Bar*.
Browning: *My Last Duchess*; *Home Thoughts from Abroad*.
Clough: *Say Not the Struggle*.
Arnold: *Sohrab and Rustum*.
Stevenson: *Requiem*.
Drummond: *Maxime Labelle*.
Kipling: *The Ballad of East and West*.
Masters: *Louise Smith*; *Abel Melveny*; *Lucinda Matlock*.
Chesterton: *The Donkey*.
Frost: *Birches*; *Out, Out*.
Armstrong: *Miss Thompson Goes Shopping*.
Pratt: *Reverie on a Dog*; *The Shark*.
Squire: *The Discovery*.
Lawrence: *The Snake*.
Day: *On the Wings of the Morning*.
Birnie: *David*.

SUPPLEMENTARY READING

Wherever library facilities are adequate, students should be urged to read a book a month. Notice is drawn to the fact that the number of poems for class study has been reduced in favour of a more extensive free reading course. With this purpose in view, a third group consisting of poetry and drama has been added. No examination is to be given on any of these books, but students are required to make a report to their literature teacher, giving evidence of having read at least FIVE of the following:

Note—The Manitoba Text Book Bureau can supply a price list and latest information about such titles in the following list as are available.

Fiction (Group A)

(At least two books to be read)

Ainsworth: *The Tower of London*.
Barrie: *The Little Minister*; *Sentimental Tommy*.
Bennett: *Old Wives' Tale*.
Bentley: *Trent's Last Case*.
Buchan: *Greenmantle*; *Thirty-nine Steps*.
Blackmore: *Lorna Doone*.
Willa Cather: *Shadows on the Rock*.
Conrad: *Typhoon*.
Cronin: *The Citadel*; *The Keys of the Kingdom*.
Craik: *John Halifax, Gentleman*.
Dickens: *Nicholas Nickleby*; *Pickwick Papers*.

Mazo de la Roche: *The Building of Jalna*.
 Lloyd Douglas: *The Robe*.
 Conan Doyle: *Micah Clarke*.
 Allan Dwight: *Drums in the Forest*.
 George Eliot: *Silas Marner*; *Mill on the Floss*.
 Edna Ferber: *So Big*.
 Galsworthy: *Forsyte Saga*.
 Goodrich: *Living with Others*.
 Hemon: *Maria Chapdelaine*.
 Thomas Hardy: *Far from the Madding Crowd*.
 James Hilton: *Goodbye, Mr. Chips*; *Lost Horizon*.
 W. H. Hudson: *Green Mansions*.
 Victor Hugo: *Les Miserables*.
 Margaret Irwin: *Royal Flush*.
 Rudyard Kipling: *Kim*; *The Light that Failed*.
 Olive Knox: *By Paddle and Saddle*.
 Jack London: *The Sea Wolf*.
 Maclaren: *Beside the Bonnie Briar Bush*.
 Masefield: *Bird of Dawning*; *Victorious Troy*.
 McClung: *Clearing in the West*.
 Melville: *Moby Dick*.
 Christopher Morley: *Parnassus on Wheels*; *The Haunted Bookshop*.
 Frederick Niven: *The Flying Years*; *Mine Inheritance*.
 C. B. Nordhoff: *The Derelict*.
 Nordhoff and Hall: *The Hurricane*; *Mutiny on the Bounty*; *Men against the Sea*; *Pitcairn Island*.
 Oppenheim: *The Great Impersonation*.
 Priestley: *The Good Companions*.
 Rawlings: *The Yearling*.
 Ernest Raymond: *Tell England*.
 Rinehart: *The Circular Staircase*.
 Sabatini: *The Sea Hawk*.
 Scott: *The Talisman*.
 Stevenson: *Dr. Jekyll and Mr. Hyde*; *The Master of Ballentrae*.
 Tarkington: *Monsieur Beaucaire*; *The Magnificent Ambersons*.
 Thackeray: *Vanity Fair*.
 Thane: *Tudor Wench*.
 Mark Twain: *The Connecticut Yankee*.
 Lewis Wallace: *Ben Hur*.
 Mary Weekes: *The Last Buffalo Hunter*.
 B. C. Williams: *The Mystery and the Detective*.

Non-Fiction (Group B)

(At least two books are to be read)

Philosophy—

McLean: *Knowing Yourself and Others*.
 Taylor: *Men Are Brothers*.

Religion and Myths—

Hendrik Van Loon: *The Story of the Bible*.
 Bruce Barton: *The Man Nobody Knows*.
 Guerber: *Myths of Greece and Rome*.
 Andrew Laing: *Tales of Troy and Greece*

Sociology—

Goodrich: *Living with Others*.
 Frances Maule: *Girl with a Pay Check*.
 Bennett and Hand: *School and Life*.
 Brewer: *Occupations*.
 George W. Brown: *Canadian Democracy in Action*.

Science—

Roberts: *The Feet of the Furtive*.
 French: *Drama of Chemistry*.
 Brooks: *Why the Weather*.
 De Kruif: *The Microbe Hunters*.

Practical Arts—

Carlisle: *Your Career in Chemistry*.
Stokeley: *Science Remakes Our World*.
Kallett and Schlink: *100,000,000 Guinea Pigs*.
John Sprigg: *Great Flights*.

Fine Arts—

Graham McInnes: *A Short History of Canadian Art*.
Deems Taylor: *Of Men and Music; A Treasury of Gilbert and Sullivan*.

Travel—

Richard Halliburton: *Glorious Adventure; The New Worlds to Conquer; Flying Carpet*.
Emily Carr: *Klee Wyck*.
Joy Homer: *Dawn Watch in China*.
Nora Woln: *House of Exile*.
Bruce Hutchison: *The Unknown Country*.
Mary Bosanquet: *Saddlebags for Suitcases*.
Pinkerton: *Three's a Crew*.
Richard Finnie: *Canada Moves North*.
Contran de Poncins: *Kabloona*.
Keith: *Land Below the Wind*.
Antoine de St. Exupery: *Wind, Sand and Stars*.
Louis Adamic: *The Native's Return*.
Frederick Phillip Grove: *Over Prairie Trails*.

Biography—

Carl Sandburg: *Ab. Lincoln Grows Up*.
Richard Byrd: *Alone*.
Audrey A. Brown: *The Log of a Lame Duck*.
Eve Curie: *Madam Curie*.
Rackham Holt: *George Washington Carver*.
Winston Churchill: *A Roving Commission*.
Paul De Kruif: *Hunger Fighters*.
Craig: *Danger Is My Business*.
Laura Benet: *The Boy Shelley*.
Richard Halliburton: *His Story of His Life's Adventures*.
Shore and Oblinger: *Knight of the Wilderness, the Story of Alexander McKenzie*.
Karsten Olmstead: *The World at My Finger Tips*.
Laura G. Salverson: *Confessions of an Immigrant's Daughter*.
Osa Johnson: *I Married Adventure*.

History—

Andrew: *On the Trail of Ancient Man*.
John Buchan: *Lake of Gold*.
Gilbert: *The Romance of the Last Crusade*.
Alexander: *The Cruise of the Raider "Wolf"*.
John Gunther: *Inside Asia; Inside Latin America*.
Shirer: *Berlin Diary*.
Ernest T. Pyle: *Brave Men*.
Richard Hillary: *Falling Through Space*.
F/L D. A. MacMillan, RCAF: *Only the Stars Know*.

(Group C)

(At least one book is to be read)

Poetry—

A. M. Stephen (Ed.): *Golden Treasury of Canadian Verse*.
(Dodd) Robert W. Service: *The Spell of the Yukon and Other Poems*.
Service: *Rhymes of a Red Cross Man*.
The Men of the Eighth Army: *Poems from the Desert*.
Lt.-Cdr. Frederick Watt, RCNVR: *Who Dare to Live*.
Kendrick: *Canadian Stories in Prose and Verse*.

Drama—

- A. A. Milne: *Miss Elizabeth Bennet*, a dramatization of *Pride and Prejudice*.
 G. B. Shaw: *Pygmalion*.
 J. M. Barrie: *Shall We Join the Ladies*.
 Besier: *The Barrets of Wimpole Street*.
 Parker: *Disraeli*.
 Granville-Barker: *Prunella*.
 Galsworthy: *Justice*.
 Oliver Goldsmith: *She Stoops to Conquer*.

Notes—

1. Reading record cards may be obtained from the Manitoba Text Book Bureau.
2. These books may be included in the high school list for library grant purposes. Regulations require that the district spend dollar for dollar with the grant.
3. An Oral Test may be required of Grade XI students—on some topic with which they are familiar.

Grade XII

Drama—*Dark Harvest* (Price .50) replaces *The Silver Box*.

Novel—(a) Jane Austen: *Pride and Prejudice* (Price .55),
 (b) Hardy: *Return of the Native* (Price 1.05) or Eliot: *Adam Bede* (Price .90),
 (c) Sealey: *A Book of Good Essays* (Price .50), the following selections (Sealey replaces Boas):

- Bruce Hutchison: *My Country*.
 Rt. Hon. Arthur Meighen: *The Greatest Englishman in History*.
 Dan McCowan: *An Outline of Un-natural History*.
 Nora Lewis: *Belated Protest*.
 Mathew H. Halton: *Britain the Citadel*.
 Gregory Clark: *The Miracle Has Flowered*.
 Ross Munro: *After Dieppe*.
 Peter McArthur: *Bushel for Bushel*.
 N. F. Lansing: *Troy Unearthed*.
 C. S. Brooks: *On the Difference between Wit and Humour*.
 Robert Littell: *Some Advice to Writers*.
 Dorothy Thompson: *On Plymouth Hoe*.
 Alexander Smith: *The Art of the Essay*.
 G. L. Dickinson: *A Sacred Mountain*.
 Ivor Brown: *One of Our Conquerors*.
 Robert Lynd: *Lenten Fare*.
 Algernon Blackwood: *Dudley and Gilderoy*.
 E. V. Lucas: *Aunts; The Lord of Life*.
 Alfred G. Gardiner: *On Smiles*.
 A. P. Herbert: *About Bathrooms*.
 Aldous Huxley: *Water Music*.
 J. B. Priestley: *First Snow*.
 Sir Arthur Stanley Eddington: *The Story of the Universe*.

Poetry—The following selections from Macdonald and Walker, *A Selection of English Poetry* (Price 1.35). (Note—This book will not be ready for first term work. The first term is to be used to cover other selections of the Literature course.) *A Selection of English Poetry* replaces both texts formerly used.

Wordsworth: *The Prelude; Tintern Abbey; Ode to Duty; The Solitary Reaper; Michael; She Dwelt Among the Untrodden Ways; I Travelled Among Unknown Men; Three Years She Grew; O Friend I Know Not; A Slumber Did My Spirit Seal; Tables Turned; Lines Written in Early Spring; To a Skylark; Expostulation and Reply; Composed Upon Westminster Bridge*.

Browning: *Cavalier Tunes; Andrea del Sarto; Prospice; A Grammarian's Funeral; Rabbi Ben Ezra; Up at a Villa—Down in the City*.

Arnold: *Requiescat; Dover Beach; Shakespeare; The Future; Rugby Chapel; Quiet Work; Self-Dependence.*
 Hardy: *To the Moon; The Oxen; Souls of the Slain; When I Set Out for Lyonesse; Shelley's Skylark; In Time of the Breaking of Nations.*
 Sassoon: *Memorial Tablet; Everyone Sang.*
 Eliot: *The Journey of the Magi.*
 Owen: *Dulce et decorum est.*
 Lewis: *In These Our Winter Days; What Do We Ask for Then; I've Heard Them Lilling.*
 Auden: *Funeral Blues; Epitaph on a Tyrant; Unknown Citizen; Refugee Blues.*
 Spender: *The Express; Landscape Near an Aerodrome.*
 Pratt: *Ice Floes; The Cachalot.*
 Marriott: *The Wind Our Enemy.*
 Birnie: *Dusk on English Bay.*

COMPOSITION AND SPELLING

Every student should have a good dictionary. The following are recommended, and are supplied at these prices, post paid, by the Text Book Bureau:
The Winston Dictionary, College Edition (Price \$3.50).
Webster's Collegiate Dictionary (Price \$3.50).
Thorndike Century Senior Dictionary (Price \$3.00).
 Ketchison and Greene: *Improving Your Vocabulary and Spelling* (Price 1.45), is a book of value to teachers and students.

HISTORY

Grade X

When this Grade is taught with Grade IX, World History will be taken.
 Those studying British History will find Rowse, *The Spirit of English History* (Price 75c), good reference reading.

Grade XI

CANADIAN HISTORY

Note—The outline is the course not the text.

Students of History in the secondary schools are prone to learn words without fully understanding their meaning and significance. To make sure that they acquire this understanding requires careful teaching. Many teachers find that on account of the length of the course and the requirements of Departmental examinations they have not time for this. The following outline is an attempt to reduce the course by indicating exactly what must be learned for the examination. It is hoped that by thus enabling teachers to omit the least important sections they may be able to carry on activities in the History class which will show students the significance of what they are studying. Teachers unfamiliar with such activities or uncertain about their methods of teaching the subject are advised to read the revised edition of Johnson's *Teaching of History*.

This outline is to be used for this year only. It is based on the assumption that McArthur's *History of Canada* will be in the hands of the students as the basic text. *Building the Canadian Nation* by George W. Brown (Price 1.35) is recommended as a supplementary text. Teachers in their own teaching may add to it any sections which they think should be included.

While it is necessary for the purpose of study to isolate events and movements, it is essential that the student should always see how they are related to one another. To help students to understand the relationship in time a "date line" should be kept in the students' note-books or preferably on the blackboard. Dates of important events should be learned.

Maps should be used constantly especially in the study of the sections dealing with exploration and settlement. A good wall map of Canada and small outline maps for students' use are *essential* for every Grade XI History class.

I. Exploration and Settlement up to 1763.

The story of exploration and settlement has been covered in the elementary school. In this grade it should be possible to review it somewhat rapidly. Students should learn to appreciate the heroism and devotion of explorers and pioneers. To this end they should be encouraged to read widely interesting detailed histories, biographies and fiction dealing with the subject. English and History may be correlated through oral reports on supplementary reading, student dramatizations of scenes from these stories, and the writing of letters or newspaper articles as they might have been written by people living at the time of the event which is being studied. The student should not be required to memorize many insignificant details, but he should learn thoroughly those events which have had an important influence on the development of Canada.

1. The explorations of the Cabots, Jacques Cartier and Henry Hudson.

- (a) The country from which these explorers came.
- (b) The regions which they explored but not detailed accounts of each journey taken.
- (c) The value of their work.

Locate on the map: Cape Breton Island, Newfoundland, Greenland, Labrador, Nova Scotia, Prince Edward Island, The Straits of Belle Isle, The Bay of Chaleur, Gaspé, The St. Lawrence River, Stadacona (Quebec), Donnacona (Montreal), Hudson River, Hudson Strait, Hudson Bay, James Bay.

Note carefully the geographical features which had an important influence on the opening of the continent; the abundance of fish on the Grand Banks, the presence of ice in the north, the extent of the St. Lawrence system, the rapids above Montreal, the climate of the region, the Hudson Bay as an entrance to the heart of the country.

2. Samuel de Champlain.

- (a) His purposes.
- (b) His settlements—their location, difficulties and ultimate success or failure.
- (c) His relations with Indians.
- (d) The regions which he explored.

Locate: The Bay of Fundy, St. Croix, Port Royal (Annapolis), The Iroquois Country, The Huron Country, the Richelieu River, the route to Georgian Bay via the Ottawa River, Mattawa River, Lake Nipissing and French River. Students should see how the Richelieu route gave access to the country to the south and the Ottawa route to the western lakes.

3. The Settlement of Acadia.

The details given on pages 58-61 may be read but students should be required to remember only the fact that the English and French were both interested in this territory and made settlements there. Its position in relation to other French and English settlements and the fishing grounds should be carefully noted on the map and students should remember how it was disposed of in 1713.

4. The Settlement of Canada.

- (a) The general influence on settlement of monopolies given to French trading companies.
- (b) The influence of the Church on settlement.
- (c) The founding of Montreal and its strategic position.
- (d) The effect of the struggle with the Indians on the settlement.

5. The establishing of a new system of government and its effect on settlement.

- (a) The reason for the change.
- (b) The new system of government.
- (c) Means taken by Talon to encourage settlement.
- (d) The location of the settlements in relation to rivers.
- (e) Methods by which Frontenac protected the settlement.

6. The life of the People and the Church of New France.

The two chapters dealing with this should be read carefully. Appreciation and understanding of the people is the most important aim in the study of these chapters. This will not be secured by having students memorize such things as lists of food eaten or furniture used or the plan of the houses. By pictures, supplementary reading from history and literature and informal dramatizations in class, it is possible to make the study of these chapters both profitable and enjoyable. Brown's text gives valuable lists of supplementary reading.

7. Fur Trade and Exploration.

- (a) The reason why fur trading became the most important industry of Canada.
- (b) The advantages and disadvantages of English and French fur traders.
- (c) The effect of competition on exploration.
- (d) The purpose and outcome of Radisson's expedition.
- (e) The founding of the Hudson Bay Company. Note the territory and privileges granted.
- (f) The work of La Verendrye. Because of La Verendrye's explorations in Western Canada, his work should be studied more carefully than that of the other explorers.

In the study of Radisson the student should read the full account of his journeys but need not learn these for reproduction. In the study of La Verendrye they should know: the purpose of his journeys; the route which he followed to reach the junction of the Red and Assiniboine Rivers; the nature of the difficulties which he encountered; the route followed to Fort Paskoyac (The Pas) and the forts built; the territory explored in his journey into the Mandan country; the contribution which he made to the development of Canada.

Locate: the routes followed by traders from Montreal to Lake Superior and from Lake Superior to the Junction of the Red and Assiniboine. Fort la Reine (Portage la Prairie), Lake Manitoba, Cedar Lake, The Saskatchewan River, Fort Paskoyac (The Pas). By a careful study of the map students should see how the systems of lakes and rivers contributed to the development of Canada.

See Brown's text for lists of supplementary reading which students should be encouraged to read for interest and appreciation.

II. Political Institutions and Relations up to 1849.

It may help some students to understand the significance of this section if, before they begin it, they become familiar with our modern system of government and the means that the people have of controlling the actions of their rulers. They can then make frequent comparisons between early forms of government and the present and see how the changes of the past each contributed to the development of our present system.

1. The Conflict between the French and English.

- (a) Locate the three regions where their interests clashed—Acadia, Lake Champlain, and Northwest of the Great Lakes and learn why their interests clashed.
- (b) Learn why at a later date the French and English clashed in the Ohio Valley.
- (c) The Seven Years War. Students should read the account of this but it is not necessary for them to try to remember the details of the campaigns.
- (d) The terms of the Treaty of Paris.

2. The Quebec Act and Carleton's part in framing it.

The teacher should be careful to see that students understand the meaning of the different provisions, the reasons for making them, the effect that they had on the Americans and French.

3. The American Revolution.

This need not be studied in detail but the student should see the effect of Carleton's policies and the Quebec Act on the war and know the terms of the Treaty of 1783.

Locate the boundaries as defined in 1783.

4. The Constitutional Act.

- (a) The location and extent of the Loyalists' settlements and the problem which they created.
- (b) The terms of the Act. Students should understand fully the reasons for the changes which were made through the Act, the meaning of its terms and how it was "the very image and transcript" of the British system.

5. Government under the Constitutional Act, the Movement for Reform, and the Granting of Responsible Government.

To help students to understand and appreciate the controls provided by our present system of government, chapters XIV and XV should be studied very carefully. Since these chapters are difficult for the average student to understand, they will require careful study, class discussion, and much explanation by the teacher. Students should understand the economic background to the Rebellion of 1837 (see Brown's *Building the Canadian Nation* for this), how abuses arose in the government and why they were difficult to remedy under a system in which the government was not responsible to the Assembly. They should understand how responsible government was obtained through the agitation of reformers, Durham's Report, the Act of Union, and the administration of different governors. These chapters must be studied carefully.

III. Exploration and Settlement (Continued).

1. The Loyalist settlements, their location and difficulties.

Locate: Nova Scotia, Halifax, Annapolis, Cape Breton Island, New Brunswick, Fredericton, the St. John River, Settlements in Quebec at Sorel and Gaspé, Settlements in Upper Canada west of Fort Frontenac, Glengarry, Niagara Peninsula.

2. The conflicting interests of Americans and Canadians leading to the war of 1812. The immediate cause of the war.

The story of the war should be read but students should not be required to learn the details of the different campaigns.

The statement of the results of the war, on page 197, should be studied carefully.

3. The first part of chapter XIII may be passed over quickly. The students should notice only the amount of immigration and omit the details given in the text.

4. The description of the life of the pioneers can be read easily and with interest. The suggestions given for the study of chapter VI apply also to this chapter.

Locate on the map the Welland and Rideau Canals.

5. The explorations of Mackenzie, Vancouver, Fraser, Thompson, Hearne and Franklin.

The students should know the regions explored by each of these men, but it is not necessary for them to memorize the details of the different journeys which each one made. For example, they should know that Mackenzie setting out from Chipewyan explored the Slave River, Great Slave Lake and the Mackenzie River and travelling westward via the Peace River reached the Pacific by land. To develop interest and appreciation they should be encouraged to read interesting biographies and histories of the period.

Locate: Athabaska, Slave River, Great Slave Lake, Mackenzie River, Peace River, Fraser River, Straits of Juan de Fuca, Puget Sound, Churchill River, Nelson River. Note how the lakes and rivers provided a means of travel for the explorers.

6. The story of the Selkirk Settlers should be studied in detail and students should be encouraged to read such books as *Manitoba Milestones*, *Men of Kildonan*, *Builders of the West*, *Women of the Red River*, *Mine Inheritance*, and other books and articles which will add detail and color to the brief story given in the text. Again it is of first importance that the students should develop interest and appreciation.

7. The Settlement in the Pacific. This need not be studied in detail. Note only the formation of the province and the influence of the discovery of gold on the settlement.

Locate on the map: Vancouver Island, Victoria, Vancouver.

8. The Settling of the West after 1896.

IV. Political Institutions and Relations (Continued).

1. Confederation.

- (a) The problem caused by deadlock. The details of the changes in the government preceding Confederation may be passed over quickly but the reason for the inability of any government to secure a sufficient majority and the problem which this created should be understood.
- (b) The proposal for Confederation and the nature of a federal union.
- (c) The reasons for Confederation should be carefully studied.
- (d) The detailed account of the steps by which Confederation was accomplished may be passed over quickly but the terms should be studied carefully.
- (e) Because of our provincial interest the negotiations for the admission of western provinces and the rebellions of 1870 and 1885 should be studied more carefully.

It is important that students should understand the principles underlying the B.N.A. Act and the problems regarding the relationship of the Dominion and the Provinces which have arisen from it.

- (f) The Rowell-Sirois Report. The problems which gave rise to the commission, the recommendations, the present status of negotiations between provinces and the Dominion.

2. Canada in Relation to the United States.

- (a) The Rush-Bagot Agreement of 1817.
- (b) The Boundary Disputes. It is not necessary for students to learn the details of these disputes, but the methods by which settlements were reached should be noted.
- (c) The Reciprocity Treaty. The student should understand the reason for the treaty's being made, its terms and the effect on the two countries.
- (d) The appointment of a Joint High Commission 1898.
- (e) The method of settling the Alaskan dispute and other differences should be noted.
- (f) The function of the International Joint Commission.
- (g) The increasing independence of Canada in her dealing with the United States.
- (h) Renewed proposals for reciprocity.
- (i) The Ottawa Agreements.
- (j) Reciprocity in 1936.
- (k) The Ogdensburg Agreement.
- (l) Co-operation in the World War.
- (m) Current negotiations between the two countries.

3. The Development of Dominion Status and Canada's Relation to the Empire.

- (a) The nature of the early colonial relationship.
- (b) The reservation in regard to control of foreign policy in Durham's Report.
- (c) The increasing share taken by Canada in conducting negotiation with the United States. The appointment of a Canadian Minister to Washington during World War I.

- (d) Introduction of Penny Postage.
- (e) Canada's part in the South African War.
- (f) The Colonial Conference.
- (g) Canada's part in the World War I.
- (h) The Imperial Conference and the Statute of Westminster.
- (i) The Ottawa Conference.
- (j) Canada's part in the League of Nations.
- (k) Canada's part in the World War II and in the settlements.
- (l) Current developments and discussions about the National Flag the problem of Canadian nationality, international affairs, etc.

V. Modern Canada.

The events and movements to be studied in this section are a part of the world in which the students are now living. Through this study as a completion to their study of Canadian History they should develop an interest in present day social, political, and economic problems, the ability to gather and organize information about them, to evaluate what they read, and to detect propaganda.

Very many important developments which have taken place since Confederation are mentioned in the text, but in such a cursory way that students are likely to gain little from the reading of them. In order that they may attain at least some of the ends mentioned above, only a few of the most important subjects have been selected. The brief accounts of these given in the text should be supplemented from current pamphlets, books and magazines, and from direct experiences.

The booklet entitled *Canada*, issued annually by the Dominion Government Department of Trade and Commerce, will be found useful for the study of this section.

1. Transportation and Communication.

- (a) Early travel by stage coach.
- (b) The use of waterways.
- (c) The building of the Rideau, Welland and Sault Canals.
- (d) Ocean transportation—Cunard.
- (e) The improvement of the canal system about 1850.
- (f) The building of local railway lines. Students need not try to remember the location of these.
- (g) The building of the Canadian Pacific Railway.
- (h) The building of the Grand Trunk Pacific and Canadian Northern.
- (i) The Railway Commission.
- (j) The problem of financing railway building in sparsely settled country.
- (k) The building of the T. & N.O. Railway.
- (l) The improvement of highways and development of motors.
- (m) The opening of the Panama Canal.
- (n) The formation of the Canadian National System.
- (o) The development of air transport. The use of the aeroplane in Canada.
- (p) The development of the postal system and the radio.
- (q) Problems of regulation and control.

Locate the position of the transcontinental lines.

2. Education.

- (a) Education in New France.
- (b) Early education in private schools and grammar schools. The beginning of higher education in the early part of the 19th century.

- (c) Note the improvements made at the end of the century; the method of control which developed and the provision for the training of teachers.
 - (d) The control of education under the B.N.A. Act. The present method of administration—the Department of Education and its functions, the local boards and their functions, the movement for larger units.
 - (e) Present day problems regarding the financing of schools, provision of education to suit the needs of increased enrolment in secondary schools, religious instruction, larger units.
3. Agriculture.
- (a) Beginnings in New France.
 - (b) Beginnings in Upper and Lower Canada and Manitoba.
 - (c) Progress in the 19th century—the organization of Agricultural Societies, the value of "fairs," the organization of a Department of Agriculture, establishing Agricultural Schools and Model Farms.
Study the functions of the Manitoba Department of Agriculture and the work of our schools, experimental farms and demonstration farms and plots.
 - (d) Progress in the 20th century.
The development of wheat farming in the West—new varieties, improved transportation, and grading.
The development of organizations for marketing.
 - (e) Agriculture and the War.
4. Industrial Growth.
- (a) Early industries in New France.
 - (b) Post Loyalist development. Development of mills.
 - (c) Macdonald's National Policy.
 - (d) The creation of a Department of Labour and its purpose.
 - (e) The development of a hydro-electric system.
 - (f) The effect of the World Wars on industrial development.
 - (g) The rise of Labor Unions.
 - (h) Labor legislation.
 - (i) Canada's place in world trade. The problem created by tariffs and restrictions.
 - (j) Canada's part in the restoration of Europe.
 - (k) Manitoba's share in industrial development of Canada.

MATHEMATICS

Grade X

Arithmetic—Add *Life Insurance*, a Canadian handbook, as a reference.

Grade XII

The Grade XII Course for 1944-45 will be from Brink: *A First Year of College Mathematics* (Price \$4.25) as outlined.

Batstone: *A Commercial Arithmetic* (Price 80c), omitting pages 175 to 224, is a Mathematics Option for Normal Entrance students.

SCIENCE

Grade XII

The requirement *re* experiments is reduced from twenty to fifteen.

Gummed certificates for use of science teachers should be used in Practical Science note books. They can be obtained by writing the Registrar, Department of Education.

FRENCH

Ketteridge: *French-English; English-French Dictionary* (Price \$1.35), is recommended for use.

The outline of the French Option for 1945-46 may be had on application to the Department.

BOOKKEEPING

Grade X

Belding, Greene & Beech: *Applied Bookkeeping and Accounting, Elementary Course* (Price \$1.25), chapters I to VII inclusive, or

Sprott and Short: *Canadian Modern Accounting*, Part I (Price \$1.75).

(a) Elementary Theory of Bookkeeping, sections A to J inclusive.

(b) *Canadian Modern Accounting*, sections I to V inclusive.

Blanks for Elementary Theory Bookkeeping (Price 42c).

Grade XI

Belding, Greene and Beech: *Applied Bookkeeping and Accounting, Elementary Course* (Price \$1.25). Review chapters I to VII and complete the text, or

Sprott and Short: *Canadian Modern Accounting*, Part I (Price \$1.75).

Review Sections I-V inclusive, *Canadian Modern Accounting*, and complete text.

Blanks for *Canadian Modern Accounting*, Part I (Price 70c).

Box of Supplies for Canadian Modern Accounting, Part I (Price \$1.40).

Students will find valuable assistance in Beech and Bruce: *Drill Exercises in Canadian Bookkeeping* (Price \$1.50).

Secretarial Studies (Gregg) will afford practice in office routine. It is published in two books: one, *Intensive Course* (Price 54c), containing the material and, the other, *Students' Work Sheets* (54c), the blank forms required.

TIME TABLE—EXAMINATIONS, JUNE, 1946

9.00—12. 00 A.M.

2.00—5.00 P.M.

WEDNESDAY, JUNE 19th

Paper Number

- 1—Grade XII Drama and Poetry.
- 2—Grade XI Literature.

Paper Number

- 3—Grade XII History B (Constitutional History).
- 4—Grade XI Geography.

THURSDAY, JUNE 20th

- 5—Grade XII Physics.
- 6—Grade XI Physics.

- 7—Grade XII Latin (Authors and Practice).
- 8—Grade XI Latin.

FRIDAY, JUNE 21st

- 9—Grade XII History A (Modern).
- 10—Grade XI History.

- 11—Grade XII Reading Comprehension.

MONDAY, JUNE 24th

- 12—Grade XII Chemistry.
- 13—Grade XI Chemistry.

- 14—Grade XII Optional English Prose.
- 15—Grade XI Bookkeeping.

TUESDAY, JUNE 25th

- 16—Grade XII Mathematics (Algebra, Geometry, and Trigonometry).
- 17—Grade XII Arithmetic.
- 18—Grade XI Algebra.

- 19—Grade XII Optional English Poetry.
- 20—Grade XI Agriculture.

WEDNESDAY, JUNE 26th

- 21—Grade XII French (Authors and Practice).
- 22—Grade XII Optional French.
- 23—Grade XI French.
- 24—Grade XI French Option.

- 25—Grade XII German (Authors and Practice).
- 26—Grade XI German.

THURSDAY, JUNE 27th

- 27—Grade XII Composition and Novel.
- 28—Grade XI Composition.

FRIDAY, JUNE 28th

- 29—Grade XII Geography (Principles of Human Geography).
- 30—Grade XI Geometry.

The hours for examinations for Grades XI and XII are 9.00 to 12.00 in the morning, and 2.00 to 5.00 in the afternoon, unless otherwise stated.

For the examination in Geometry candidates shall provide themselves with a ruler, pair of compasses, and protractor.

The Department supplies logarithmic and trigonometric tables for candidates for the examinations in Grade XI Algebra, Geometry of Grade XI Aircraft Mathematics, and Mathematics of Grade XII. However, the students may use their own copies of Castle's Five Figure and Other Tables, if they prefer to do so.

Booklets, blotters and other necessary stationery will be provided by the Department. Candidates shall provide their own pen holders, pen points, pencils and other necessary supplies. Ink shall be supplied by the local school board.

